U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12IL7

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mr. Ryan Tusek

Official School Name: Tri-Valley Middle School

School Mailing Address: 505 E. Washington Street
Downs, IL 61736-9331

County: McLean State School Code Number*: 1706400301001

Telephone: (309) 378-3414 E-mail: rtusek@tri-valley3.org

Fax: (309) 378-3214 Web site/URL: http://tri-valley.k12.il.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Curt Simonson Superintendent e-mail: csimonson@tri-valley3.org

District Name: Tri Valley CUSD 3 District Phone: (309) 378-2351

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Carl Neubauer

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district (per district designation):
   - 1 Elementary schools (includes K-8)
   - 1 Middle/Junior high schools
   - 1 High schools
   - 0 K-12 schools
   - 3 Total schools in district
2. District per-pupil expenditure: 11100

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	41	36	77
K	0	0	0		7	43	52	95
1	0	0	0		8	41	32	73
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	36	33	69		11	0	0	0
5	51	34	85		12	0	0	0
					Total in Applying School:			399

6. Racial/ethnic composition of the school:

0	% American Indian or Alaska Native
0	% Asian
3	% Black or African American
2	% Hispanic or Latino
0	% Native Hawaiian or Other Pacific Islander
95	% White
0	% Two or more races
100	% Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 1%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year.	4
(2)	Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2010	408
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 10%

Total number of students who qualify: 42

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

Total number of students served: 53

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

7	Autism	0	Orthopedic Impairment
0	Deafness	5	Other Health Impaired
0	Deaf-Blindness	17	Specific Learning Disability
7	Emotional Disturbance	17	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
4	Mental Retardation	0	Visual Impairment Including Blindness
1	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	1
Classroom teachers	17	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	12	2
Paraprofessionals	4	0
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	13	0
Total number	47	3

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	95%	95%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

PART III - SUMMARY

12IL7

Tri-Valley Middle School is a unique building that serves grades four through eight. Academically, the middle school has been a recipient of the Illinois State Board of Education Academic Excellence Award since the mid-2000's. The Academic Excellence Award is presented to schools achieving 90% meets or exceeds in math and reading for three consecutive years. In 2011, TVMS was the only McLean County school to serve grades 6,7, and 8 and receive this recognition. As the expectations for the NCLB requirements have risen, Tri-Valley Middle School has continued to meet and exceed annual yearly progress. In addition to NCLB requirements, our building outperforms other middle schools in our region with similar demographics.

In addition to academic accolades, the middle school was a recipient of the 2007 Horizon Schools to Watch Award. This award recognizes schools who are academically excellent, developmentally responsive, and socially equitable. During advisory lessons, the school supports adolescent development through positive and relevant discussions about everyday life choices. Tri-Valley Middle School is committed to developing responsible citizens through a socially and emotionally diverse curriculum emphasizing transitional growth through teamwork. Through the utilization of the middle school concept, teams are focused on core subjects, organized to ensure success for all students, staffed by highly qualified teachers, and partnered with the community in educating young adolescents. The middle school concept provides a common time for teams to plan interdisciplinary units, discuss student needs, plan curriculum, and meet with parents. Families are allied with the school staff through mutual respect, trust, and communication.

Student development at Tri-Valley Middle School does not solely consist of academic growth and achievement. While at TVMS, students may participate in cross-country, baseball, softball, band, choir, basketball, wrestling, volleyball, and track and field. Other activities for student participation include student council, scholastic bowl, school musicals, talent shows, Spanish club, art club, and service projects. The student successes in these areas are a proud tradition at Tri-Valley Middle School. We have celebrated state champions and recently a world champion in pole vault. We strongly believe in recognizing our students for their successes while promoting a balance with their academics. Philosophically, we also stress the necessity to help others. The students assist with and fundraise for groups such as the American Heart Association, St. Jude Children's Hospital, and the Make-a-Wish Foundation.

Along with our district, TVMS is ever-evolving with technology. The students are provided weekly times on programs such as Success Maker and Study Island to allow them to work at their level and develop their skills. The data from these programs is reviewed by teachers for re-teaching purposes and for lesson planning. This data is also factored with other assessments for student progress monitoring. We recently purchased over sixty Ipad 2's for curriculum enrichment. The engagement and programming with these devices has allowed students to learn on a new and exciting platform. It is very common to conduct a walk-through in a TVMS classroom and see students engaged with SmartBoard activities, iPad activities, and more traditional learning groups. These components enhance the foundations of our student learners.

Tri-Valley Middle School and its community are proud of the accomplishments of our students and staff. We believe in honoring our students and staff. In today's educational world there are many distractions, but the focus of TVMS remains on high levels of achievement. The accomplishment is to see these achievements in all areas. It is our responsibility to equip our staff with the necessary tools to evolve their classrooms, teams, and clubs. We continue to evaluate our influence on the whole child and then critically analyze our own roles so that we can grow and change to meet the needs of an ever changing world of education.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The ISAT Test is the formal assessment administered at Tri-Valley Middle School. The Illinois Standards Achievement Test (ISAT) measures the achievement of students in reading and mathematics in grades four through eight and science in grades four and seven. Along with the Illinois Learning Standards, this assessment is a focal point for indicating student achievement in our building. The test has four different performance levels: Exceeds, Meets, Below, and Academic Warning. A student who exceeds demonstrates advanced knowledge and skills in the subject. The students creatively apply knowledge and skills to solve problems and evaluate the results. The meets performance level demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems. A student that is below demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways. Finally, academic warning applies to students with limited knowledge in the subject. Major gaps in learning cause ineffective application of skills.

With each of our students, Tri-Valley Middle School stresses the importance of attaining their highest ability level. We set goals with the students that target improvement in the 'exceeds' and or 'meets' categories. The preparation throughout the school year is to help push-up all students from their previous year's scores. Ultimately, we aim for an increase in individual scores and a school level composite between 95%-100% meets/exceeds in Math, Reading, and Science.

The success of the school composite may be attributed to a few key factors. As a building, we critically analyze our longitudinal data. This data provides a lens to common groups as they move to different grade levels. For instance, the data may indicate that a particular group has scored lower in reading than our other grade levels. As a result, we have been able to support that group with highly qualified reading teachers. If the longitudinal data indicates that multiple groups have scored lower with a particular team of teachers, than the data drives decision making for staffing.

A comparison study, dating back to 2006, has been recorded in the areas of math and reading. This study includes the scores of all students on the Illinois Standardized Achievement Tests. The student data is separated by grade level, special needs students, and building composite. An area of focus in the study is the percentage of students who meet or exceed the adequate yearly progress goal. In 2006, 60.7% of our IEP students met or exceeded in reading. Last year, 82.7% of our IEP students met or exceeded in reading. This is an example of one area that has continued to improve over the past six years. The benefit has come from targeting professional development, curricular alignment, staffing, scheduling, response to intervention, and teaching methods to identify how to best support these students. The growth in this area is one of our most proud accomplishments. By collaborating and focusing on data, we have been able to better serve our students.

While looking at the trend data of our grade level composites, we have seen consistently high scores in the area of math (over 95%). Through this identification, we have been able to place more emphasis on reading across the curriculum. Although our reading composites are over 90% meets/exceeds, we expect to be closer to 95% as a building. The trend data has indicated that we have years where our reading scores are not as high, but it cannot be attributed to specific student groups. As a result we have targeted specific interventions around those findings. We are currently adjusting scheduling to provide our younger students with a specific reading instructor. In addition to this, our response to intervention specialist is working with classroom teachers on different strategies to address lower performance areas. The interventionist meets with the students individually to identify support strategies for the student, then observes the student in the classroom for application purposes. We have found that these students do benefit from the individual instruction, but the gain does not always transfer into the classroom. This is an ever-evolving process for each specific student. Finally, we are utilizing a computer program, Success

Maker, to allow students to work at level. The program provides students with skill building opportunities at their level. For instance, if a student needs more support, the program will adjust to their level. Whereas, an advanced student would be working at a higher level for increased learning. These are some of the interventions and supports we provide our students at Tri-Valley Middle School based on performance trends and data collection.

2. Using Assessment Results:

Tri-Valley Middle School uses a variety of assessment data to guide student and school improvement. Students in grades 4-6 have specific time in their schedules to attend our learning lab. The learning lab provides a program that allows students to work at their level of performance. This is a valued program because it re-emphasizes materials and concepts for students who need additional support, but also pushes up students who should be working at a more advanced grade level. The transparency of the program provides immediate feedback to teachers in the form of student reports. The teachers can choose to isolate on a particular student or analyze the performance of an entire class. For the teachers, the program serves as a data point to help guide re-teaching of specific concepts. Parents are able to log-in and monitor their student's progress and have authentic conversations on student gain or need of support with our staff. Most of our assessments are web-based, which allows parents the opportunity to review student performance.

As another source of assessment, we benchmark test each of our students in reading and math three times a school year. This assessment allows us to compare our students at a local building level. The tests are brief and the data demonstrates individual and class performance at targeted times during the school year. These tests are administered and scored by our classroom teachers. Upon completion of the scoring and recording, each grade level of teachers meets with our interventionist to analyze the results. These meetings provide a snapshot of student performance, which lead to authentic conversations about student support. The data from these tests is also review by our student assistance program, CARES, throughout the year. The CARES team uses academic data and teacher input to recommend supports for the whole child.

At the beginning of each school year, our staff review student scores from the Illinois Standardized Achievement Test. Grade level teams look at the performance of previous student scores, incoming student scores, and teacher efficacy of concepts. These scores are used as a component in lesson planning for daily lessons and units. From reviewing concept scoring, teachers are able to adjust curriculum timelines and discuss new methods of instructional delivery with colleagues. In addition, the ISAT scores are one component in scheduling our seventh and eighth grade math students. This allows us to offer three levels of math at each of the two grade levels. The different sections of math include adjustments in pace and content volume.

The parental and community involvement, at Tri-Valley Middle School, has a significant impact on overall student success. Whether it is academic, athletic, or social success, the community and school work tirelessly for the students. Teachers share the results of student ISAT scores at parent-teacher conferences. This allows the teachers to assist in interpreting the data of the results. Parents have a more clear understanding of their child's strengths and weaknesses. Throughout the year, teachers send home Success Maker reports, benchmark scores, and quarterly progress reports. The communication between home and school is essential to increasing student performance. For the past three years, Tri-Valley Middle School has celebrated being recognized as an Academic Excellence Award Recipient by the Illinois State Board of Education. This award recognizes schools who have achieved 90% meets or exceeds in math and reading on the ISAT test. As a spotlight of this accomplishment, the school has purchased banners to celebrate these successes. The banners hang proudly at the entrance of the school. This year the middle school attended a Honor Roll Assembly for each of the regional schools who received this state honor. The media and Illinois School Superintendent were in attendance for the presentation of the awards. The Principal communicates all of the awards and honors at local Board of Education meetings for public attendees.

3. Sharing Lessons Learned:

The administration at Tri-Valley Middle School has been supportive and helps to facilitate the extension of its staff's professional development by encouraging the sharing of successful teaching strategies. Interdisciplinary units have been presented at both the national and state level. An innovative cross curricular unit, "Links of Learning", which highlights the decades of American history on a completely playable 24 hole mini golf course, was presented at the National Middle School Association annual conference and at the Schools to Watch Symposium. S.L.E.U.T.H.S. (Students Learning Exporting Understanding Through Hands-on Simulations: Empowering the Wonder Years), a cross curricular mystery unit, was a presentation at the national level as well. Science and math teamed up to present SMaRTS (Science, Math and Robotic Technology for Students) at the annual Illinois Council of Teachers of Mathematics. Every spring the Tri-Valley campus is transformed into a scene straight out of the Civil War complete with booming cannons, drilling regiments, and camps of both Union and Confederate soldiers. Schools from all around our area as well as community members are invited to participant in this annual event. Tri-Valley 8th grade teachers partner with Illinois State University's Professional Development School for teacher preparation program to share their knowledge of promoting a successful advisory program. An annual Illinois history fair is held where 7th grade students complete projects that are specific to events in Illinois history and compete at the state level. Their projects are shared with the community at the school's annual history fair, and are also displayed at the McLean County Historical Museum in addition to the competition.

4. Engaging Families and Communities:

Each year begins with class level orientations for parents which helps to foster a partnership among community, teachers, and administration. Orientations are grade level specific where expectations and lines of communication are set up. Parents are encouraged to be actively involved in our school to help support the success of their student. Current technology, innovation, and invitations improve communication between parents and teachers. The Skyward on-line grading program allows parents to receive real time grade updates. Each grade level posts homework, tests, project instructions, and weekly announcements on individual team websites. Also the posting of students' work on class webpages and school cube is available. Annual parent/ teacher conferences, C.A.R.E.S. programming, RTI and individualized student programming further strengthen Tri-Valley Middle School's commitment to family and community involvement. Parents provide support through their willingness to volunteer their time, talents, and materials for the greater good of their child's education. For example, volunteers help with sporting events, science challenge night and history fair. Enrichment experiences are capitalized on at TVMS such as the VFW contest, "What the Flag Means to Me", and fifth grade participation in an annual literary festival with surrounding schools.Currently, the sixth grade participates in COMPACT, a local business school partnership. Throughout the program the students work very closely with many local businesses in a variety of fields. Some of the businesses that the sixth grade works with are the Red Cross, Corn Belt Electric, ISU, The Pantagraph, and Prochnow Landscaping. Project Linus is an annual event in which students make blankets for the pediatric units of local hospitals. The school's student council does a number of community outreach projects which include organizing school wide food drives, Christmas Brotherhood Tree donations, and participation in the Jeans for Teens project. Parent speakers share their expertise to the Outdoor Education program by coming in and talking about conservation and wildlife in our area. Local support agencies such as Project Oz provide drug awareness training for seventh and eighth grade and the D.A.R.E. program supports drug education at the fifth grade level. Fourth grade participates in Tar Wars offered by the local Health Department. Eighth grade opens their "Links of Learning" mini golf course to the community and physical education classes. There is a school wide recycling program that helps support training and education about the need to recycle and provide for a "green" planet. These examples of community and school involvement are a testament to the overall learning experiences of Tri-Valley students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our curriculum at Tri-Valley Middle School helps mold our students into outstanding citizens in our community. Though our subjects are different, our mission is the same. That mission is to educate our students through a diverse curriculum while preparing them for life and college experiences. We want our students to be successful both inside and outside our walls, and to eventually obtain rewarding careers. This success starts with our core courses.

In literature and English students are exposed to a variety of literary works. A variety of reading strategies are used to make predictions, draw comparisons, evaluate information and make connections from the reading to their own lives. We have aligned Science curriculum to state and building standards. Educators from each grade level have collaborated to make sure the information builds each year. Upper level teachers have met with high school educators to ensure our students are prepared for the high school curriculum and expectations. For Mathematics, every lesson is taught using a basal or has been documented for state standards. By listing learning standards with individual concepts, lessons not taught from the basal are easily validated by looking up the concepts and aligning them with the standards.

We continue to teach across the curriculum, which includes our enrichment classes. The instrumental music curriculum teaches students the characteristics of an excellent music performance. We teach the students what makes a great performance great based upon the development of the student's musicianship and performance capabilities. In our vocal music program the students participate in sectional and full chorus settings. The students perform multiple times throughout the school year, helping them build confidence and responsibility. The drama department produces two productions per year; a play and a variety show. They are involved in all aspects of these productions including acting, costuming, props, lights and sound, and set design and building. This teaches students to have value in their work and what they produce. Our visual art classes help our students learn to think critically using discipline based art education learning strategies, including visual culture. Students are exposed to a variety of challenges in media, subject matter and collaborative working environments. They learn to express themselves to their communities through art making.

We also want our students to grow into healthy members of society. Our physical education department helps our students develop an appreciation for the benefits of movement and healthy lifestyle habits. We address social responsibility through cooperative group and team building activities that stimulate growth in leadership skills, cooperative skills, and general discipline. Student success in life and college requires not only physical health, but a healthy attitude towards others. In health class students learn that healthy minds and bodies are essential for academic success, which will enhance their ability to contribute to a productive work environment, achieve personal goals, and contribute to society.

Finally, to ensure our students success in life and at the college level, they participate in technology and foreign language classes. In technology students are exposed to several types of learning software, and through its use teachers are provided reports identifying what students have not mastered before ISATS. Teachers use the data to monitor any gaps that a student may have. The Spanish program exposes students to a world of language, culture, and information. Learning Spanish early prepares students for college requirements and also gives them an advantage of knowing a foreign language in today's job market.

At Tri-Valley Middle School, we have a commitment to excellence, and we believe our diverse learning curriculum helps fulfill that commitment to our students.

2. Reading/English:

The English/writing curriculum at Tri-Valley Middle School is a vital part of our success. The English portion focuses a great deal on grammar, sentence structure, sentence variety and organization. Within the writing curriculum the students learn a variety of writing styles: narrative, persuasive, expository, research and creative. The writing curriculum challenges students to be original, innovative and resourceful. The students also give speeches and participate in debates that challenge them to present information in a variety of ways.

The Language Arts program emphasizes both grammar and writing skills. Students work on parts of speech, sentence structure, and subject/verb agreement as well as writing units encompassing narrative, persuasive, and creative writing, script writing, debate, poetry , and movie-making using the imovie technology. We use writing as a cross-curricular tool which allows the language teachers to work closely with the math, science, reading and social studies teachers. For example, the eighth grade language teacher and science teacher work closely together on an infomercial project. In science class, students learn about inventors and patents and are tasked to create a new retail product. The students then take their products to language class to write a marketing campaign. Next, they develop a script and present a video-taped infomercial to sell their product.

The Reading/Language Arts curriculum also consists of a variety of skill building activities and real world application. Taking past ISAT scores and results from in-house monitoring systems (RTI, SuccessMaker, etc.), we build a program for each student to teach specific reading skills in the areas of reading comprehension, vocabulary, cause and effect, making predictions and inferences, compare and contrast, main idea and supporting details and context clues. Then we put these skills into practical use by reading novels throughout the year emphasizing the skills and moving into much higher levels of processing. Overall, Tri-Valley takes an exciting, fun, and inventive approach to English instruction.

3. Mathematics:

At Tri-Valley Middle School we believe in teaching to the whole child so teachers utilize a variety of instructional strategies. Some strategies include: technology, cooperative learning, manipulatives, and cross curriculum endeavors. Differentiated instruction is incorporated throughout every lesson and assessment. Students struggling with math concepts receive extra opportunities working in Study Island and Successmaker programs, cooperative group reinforcement during study hall, and individual assistance through the RTI program. Students who excel during pre-assessment activities are given challenge projects to explore related material at a higher level. Educators use data from programs and assessments to make these decisions.

Technology is embraced by both staff and students. Students interact with lessons on Smart Boards, document cameras, IPADs, and scanners. These devices are used for reteaching, drill and practice, and advanced or individualized work. Video devices are used for student led lessons and/or teacher lessons for substitute teachers and families to access from home. Other uses of technology are online animations, spreadsheets, CAD , and graphing calculators. Students in grades 5-8 use identical calculators. Teachers collaborate to ensure students understand these tools. Calculators are provided for students unable to purchase their own.

Manipulatives, such as Hands on Equations, VersaTiles, fraction bars, and geometric solids are used to reinforce learning. Hands on Equations teaches algebra and is utilized across the grades. Lessons are coordinated between grade levels so learning ladders from year to year. VersaTiles are self-checking manipulatives that allow differentiation, reaching students at their own level.

At Tri-Valley Middle School, we recognize the need to integrate other subjects and real world applications with mathematics. Mathematics can offer necessary tools and ways of thinking to unite the concepts or relationships to other disciplines such as Social Studies, Science, Fine Arts, Physical Education, and Reading. As a result, we create interdisciplinary units that help make connections

between different subjects, strengthening the students' knowledge. One example of this is an owl unit where students participate in the dissection of an owl pellet, calculate the number/types of bones, create a type of graph that relates to their data, research the area of the country where that owl lives, construct owls out of tissue paper and paper mache, and read a fictional story about a group of owls trying to save a kingdom. By integrating multiple subjects and real world problem solving, students can see how mathematics is relevant to their everyday life.

4. Additional Curriculum Area:

The Physical Education curriculum at Tri-Valley Middle School offers both individual and team sports, cooperative group activities, team building exercises, and life-long recreational activities. These activities encourage students to develop their social responsibility. We believe their ability to make decisions in a group, compromise, develop good sportsmanship, lead, and cooperate with others has a direct impact on our students opportunity to succeed in life. Social responsibility is necessary in becoming a productive member of our community.

Our physical education classes emphasize the relationship between active participation and the improvement of individual fitness. Our commitment to introducing a variety of activities helps students develop an appreciation for movement in many forms. This appreciation fosters a genuine understanding of the fitness qualities that will help them develop into healthy, happy, and successful adults. We will continue to provide our students with the opportunity to become happy and healthy as well as provide opportunities to succeed. Student success promotes characteristics our community deems important in the development of positive self-images. A positive self-image provides students with the courage to face adversity, and effectively handle other issues that may arise in their lifetime.

Our physical education department not only helps our students develop an appreciation for the benefits of movement, but also the habits that provide for a healthy lifestyle. Our curriculum addresses social responsibility through cooperative group and team building activities to stimulate growth in our student's leadership skills, cooperative skills, and general discipline. We believe student success in college and beyond requires not only physical health but a healthy attitude towards others.

Our health program enriches students' minds and bodies. Healthy minds and bodies are essential for academic success and enhance the ability to achieve personal goals and contribute to society. We emphasize the ability to identify and achieve short- and long-term health goals, utilize technology, work cooperatively with others, solve problems, practice responsible decision making skills, understand health related consequences, and utilize communication and refusal skills. We partner with the community and parents by bringing presenters, such as workout instructors and health professionals, into both the gymnasium and health classroom. We also coordinate school wide events such as the Dairy Fully Fueled Tour. This program transformed our gym into an interactive playground, featuring dairy-themed activities, such as a food pyramid climbing wall, designed to help spread the word about nutrition and living a healthy lifestyle.

5. Instructional Methods:

Tri-Valley Middle School is very fortunate to have a wide variety of technology in order to address the needs of all of our students. This past year each grade level received five iPads to use in the classroom. The iPads have allowed teachers to be more creative with their teaching strategies. By challenging the students in innovative ways, Tri-Valley has become a more well-rounded school, in which every child can find success. For example the seventh and eighth grade team often shares iPads between grade levels, in order for a classroom to have a total of ten. Recently, the seventh grade science teacher pooled all ten iPads together, downloaded the appropriate cell app, and conducted a scientific lab. Another popular application that teachers like to use is IMovie. This allows students to engage in creative learning projects. By placing the technology into the hands of the students, it gives them ownership for their learning. There are eight interactive white boards throughout the building that have increased student

participation in daily lessons. These boards allow the students to learn kinesthetically and give students the opportunity to teach one another.

Tri-Valley Middle School has truly embraced the middle school concept of differentiating instruction throughout the building. We refuse to settle with the old school thought that learning takes place with only textbooks, pencils and paper. For example, every year our fifth grade completes an Owl Pellet project. Groups are chosen in a high low setting, so that students can meet the basic requirements but can also go above and beyond those requirements. It speaks to the different areas of learning in that each student has an opportunity to shine through dissection, artistic ability, math graphing, structure creation, organization, written expression and research. Another prime example of the differentiated instruction that takes place at Tri-Valley Middle School is our use of literature circles. Within the literature circles, students are given specific roles to complete a larger task for the greater good of the group. The students take part in illustrating, summarizing, vocabulary building, making real life connections, and being discussion leaders. The students combine their individual work and present the information orally to the class. Differentiated instruction is a priority at Tri-Valley Middle School!

6. Professional Development:

The professional development of Tri-Valley Middle School is aligned with the district goals set by the Board of Education. The focus areas of positive recognition, technology, and curriculum improvement serve as a guide to our professional development. The faculty of Tri-Valley Middle School are offered professional development opportunities through the Regional Office of Education and outside presenting groups. In determining which conferences to attend, the building leadership team reviews academic data from the previous school year. This data drives focus areas for attending conferences and curricular changes.

Along with data, the instructional success and failures of the previous year are analyzed and a plan is created to grow these areas. The building has been focusing on implementing technology in the classroom. We have studied research and collaborated with district personnel to determine what types of technology are most age appropriate for middle level students. These new methods have increased student engagement and achievement during classroom lessons. We continue to be fluid with new approaches throughout the school year. This year we developed mini-technology conferences for a district in-service day. The day allowed teachers to attend conferences on-site that were presented by fellow colleagues. The feedback from the in-service was highly positive with people requesting future opportunities to learn from each other.

Student learning has been directly impacted by data-based decisions and innovative teaching methods. The classroom learning environment now consists of students grouped on Smart Board centers with iPads, and traditional pedagogy. These methods are not just restricted to the walls of the core classrooms, but can be seen in Spanish classrooms, Art rooms, music classrooms, and the gymnasium. With the implementation of the Common Core Standards, our building leadership team will discuss and research new methods to meet the expectations of these standards. This continuous review of our professional development allows Tri-Valley Middle School to develop the whole child.

7. School Leadership:

Tri-Valley Middle School is a building of approximately 415 students. It consists of five grade levels that span grades four to eight. Within the facility, there is a building Principal and the district Director of Special Needs. The facility does not have an Assistant Principal. The philosophy of the Principal is to lead collaboratively with the staff to ensure the most successful academic and social setting for the students. The leadership of the building may be seen through many different lenses. Staff evaluation is one way to monitor instructional methods and curriculum timelines. An evaluation may consist of a formal observation or an informal classroom walk-through. The expectations for content knowledge and delivery are high, as we want our students to be on the cutting edge of learning. The evaluation relationship is more intimate and focuses on specific suggestions for the classroom.

A second level of leadership in the building is the Building Leadership Team. This team has a representative from each grade level and a member of the encore classes. The purpose of this team is to identify educational need, financial need, and facility need. The team is comprised of a variety of staff members, which provide different perspectives to the educational setting. With veteran teachers, young teachers, teachers in graduate programs, and non-certified staff members, the team is able to focus on the building as a whole. For example, the group may focus on curriculum alignment with the Common Core standards, but will also make decisions on how to disperse fundraising money equitably.

Each grade level also has a Team Leader. This person is responsible for leading daily meetings that focus on specific matters to that age group. The team leader works in collaboration with other members, but may also have to delegate responsibilities to the team. Typically, the team leader is the grade level representative at building leadership team meetings. It is a goal that these leadership areas make up a transparent structure that lead to consistent communication and student success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	99	97	100	100	100
Exceeds	65	43	48	64	69
Number of students tested	80	72	93	59	81
Percent of total students tested	98	99	98	98	100
Number of students alternatively assessed	2	1	2	1	0
Percent of students alternatively assessed	2	1	2	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	7	7	6	6	7
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	1	2	2	1
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2		2		2
4. Special Education Students					
Meets and Exceeds		100	100		
Exceeds		10	25		
Number of students tested	8	10	12	9	7
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	96	88	89	98	94
Exceeds	63	43	48	63	54
Number of students tested	80	72	93	59	81
Percent of total students tested	98	99	98	98	100
Number of students alternatively assessed	2	1	2	1	0
Percent of students alternatively assessed	2	1	2	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	7	7	6	6	7
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	1	2	2	1
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2		2		2
4. Special Education Students					
Meets and Exceeds		60	67		
Exceeds		10	17		
Number of students tested	8	10	12	9	7
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	95	98	100	96	90
Exceeds	29	27	14	26	21
Number of students tested	78	94	65	84	77
Percent of total students tested	99	98	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds			100		
Exceeds			18		
Number of students tested	9	7	11	6	7
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	2	4	2	2
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	1		2	2
4. Special Education Students					
Meets and Exceeds		100	100		69
Exceeds		15	9		8
Number of students tested	8	13	11	9	13
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	95	91	92	95	82
Exceeds	48	54	57	64	36
Number of students tested	77	94	65	84	77
Percent of total students tested	99	98	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	2	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds			82		
Exceeds			45		
Number of students tested	9	7	11	6	7
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	2	4	2	2
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested		1		2	2
4. Special Education Students					
Meets and Exceeds		77	82		46
Exceeds		23	55		8
Number of students tested	9	13	11	9	13
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested					
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	97	97	99	89	96
Exceeds	42	24	43	27	37
Number of students tested	96	66	88	82	76
Percent of total students tested	99	97	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	100				
Exceeds	17				
Number of students tested	12	8	7	6	7
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	5	2	4	
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1		3	1	1
4. Special Education Students					
Meets and Exceeds	92			71	73
Exceeds	23			14	18
Number of students tested	13	7	9	14	11
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested			1		
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	92	97	93	91	88
Exceeds	28	36	44	37	36
Number of students tested	96	67	88	82	76
Percent of total students tested	99	97	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	92				
Exceeds	0				
Number of students tested	12	9	7	6	7
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	5	2	4	
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1		3	1	1
4. Special Education Students					
Meets and Exceeds	92			71	64
Exceeds	23			0	18
Number of students tested	13	8	9	14	11
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested			1		
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	97	95	89	95	97
Exceeds	38	39	29	46	41
Number of students tested	74	88	85	84	75
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	8	8	8	7	8
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	5	3	2	1	
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	2		1	2
4. Special Education Students					
Meets and Exceeds			71	85	92
Exceeds			14	23	15
Number of students tested	8	9	14	13	13
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested		1	1		
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	86	90	88	92	84
Exceeds	20	31	27	30	21
Number of students tested	74	88	85	84	75
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds					
Exceeds					
Number of students tested	8	8	8	7	8
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	5	3	2	1	
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	2		1	2
4. Special Education Students					
Meets and Exceeds			64	85	65
Exceeds			7	23	15
Number of students tested	8	9	14	13	13
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested		1			
6.					
Meets and Exceeds					
Exceeds					
Number of students tested					

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	96	89	93	92	97
Exceeds	43	36	42	40	63
Number of students tested	90	88	89	75	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	73		80		
Exceeds	27		0		
Number of students tested	11	9	10	8	7
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	2	1	0	0
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	0	1	2	2
4. Special Education Students					
Meets and Exceeds		67	69	67	90
Exceeds		17	23	8	30
Number of students tested	9	18	13	12	10
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	0	0	0	0
6. White					
Meets and Exceeds	95	89	93	92	96
Exceeds	45	35	42	39	63
Number of students tested	84	82	86	72	83

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: ISAT

Edition/Publication Year: 1999 Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets and Exceeds	97	92	92	95	92
Exceeds	19	11	11	16	14
Number of students tested	90	88	89	74	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	73		80		
Exceeds	18		0		
Number of students tested	11	9	10	8	7
2. African American Students					
Meets and Exceeds					
Exceeds					
Number of students tested	3	2	1	0	0
3. Hispanic or Latino Students					
Meets and Exceeds					
Exceeds					
Number of students tested	2	0	1	2	2
4. Special Education Students					
Meets and Exceeds		72	77	75	70
Exceeds		0	8	0	10
Number of students tested	9	18	13	12	10
5. English Language Learner Students					
Meets and Exceeds					
Exceeds					
Number of students tested	1	0	0	0	0
6. White					
Meets and Exceeds	98	93	92	94	92
Exceeds	20	11	10	15	14
Number of students tested	84	82	86	71	83

NOTES:

In order to protect students' identities, assessment performance results for listed groups with fewer than 10 students are not reported.

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets and Exceeds	96	95	96	94	96
Exceeds	43	33	36	39	46
Number of students tested	418	408	420	384	395
Percent of total students tested	99	98	99	99	100
Number of students alternatively assessed	5	5	2	1	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	42	0	45	0	0
Exceeds	10	0	4	0	0
Number of students tested	47	39	42	33	36
2. African American Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	14	13	11	9	3
3. Hispanic or Latino Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	8	3	6	6	9
4. Special Education Students					
Meets and Exceeds	26	61	71	50	70
Exceeds	6	10	15	10	14
Number of students tested	46	57	59	57	54
5. English Language Learner Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	1	1	2	0	0
6.					
Meets and Exceeds	97	95	96	93	95
Exceeds	49	33	37	39	46
Number of students tested	396	386	395	365	378
NOTES:					

12IL7

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets and Exceeds	93	91	90	93	88
Exceeds	35	34	36	41	32
Number of students tested	417	409	420	383	395
Percent of total students tested	99	98	99	99	100
Number of students alternatively assessed	5	5	2	1	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets and Exceeds	40	0	40	0	0
Exceeds	4	0	11	0	0
Number of students tested	47	40	42	33	36
2. African American Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	13	13	11	9	3
3. Hispanic or Latino Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	6	3	6	6	9
4. Special Education Students					
Meets and Exceeds	25	49	61	52	52
Exceeds	6	6	17	5	11
Number of students tested	47	58	59	57	54
5. English Language Learner Students					
Meets and Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	1	1	1	0	0
6.					
Meets and Exceeds	93	91	92	93	88
Exceeds	35	35	37	41	31
Number of students tested	396	387	395	364	378
NOTES:					

12IL7